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DU PEUPLE AMERICAIN

TRAINING PLAN

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Training Plan

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USAID/Senegal All Children Reading

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ACRONYMS

ACR	All Children Reading
AP	<i>Animation pédagogiques</i>
USAID/AT-PNLSen	<i>USAID/Assistance Technique au Programme National de Lecture Sénégal</i>
ARED	Associates in Research and Education Development
CAP	<i>Cellules d'Animation Pédagogiques</i>
CEB	<i>Curriculum d'éducation de base</i>
CEI	<i>Cours élémentaire première</i>
CI	<i>Cours d'initiation</i>
CODEC	<i>Collectif des directeurs d'école</i>
CP	<i>Cours primaire</i>
CRFP	<i>Centres Régionaux de Formation Pédagogique</i>
CRFPE	<i>Centre régional de Formation de Personnel de l'Education</i>
DALN	<i>Direction de l'Alphabétisation et des Langues Nationales</i>
DEE	<i>Direction d'Enseignement Élémentaire</i>
DFC	<i>Direction de Formation et Communication</i>
DPRE	<i>Direction de la Planification et de la Réforme de l'Education</i>
EBJA	<i>Education de Base pour les Jeunes et Adultes</i>
EGRA	Early Grade Reading Assessment
ELAN	<i>École et langues nationales en Afrique</i>
FASTEF	Faculties responsible for the initial training of the inspectors at all levels of education
GOS	Government of Senegal
IA	<i>Inspection d'Académie</i>
IBE-UNESCO	International Bureau of Education- United Nations Educational, Scientific and Cultural Organization
ICT	Information and Communication Technology
IEF	<i>Inspection de l'Education et de la Formation</i>

IFADEM	<i>Initiative francophone pour la formation à distance des maitres</i>
INEADE	<i>Institut national d'Etude et d'Action pour le Développement de l'Education</i>
PALME	Partenariat pour l'Amelioration de la Lecture et des
PAQUEEB	<i>Projet d'amélioration de la qualité, de l'équité dans l'éducation de base</i>
PAQUET	<i>Programme d'Amélioration de la Qualité, de l'Équité et de la Transparence</i>
PASEC	<i>Programme d'analyse des systèmes éducatifs de la confemen</i>
PLANETE	<i>Paquet de logiciels académiques normalises pour les écoles et établissements</i>
PPP	Public-Private Partnership
SIMEN	<i>Système d'Information du Ministère de l'Education Nationale</i>
SIL/EMiLE	Summer Institute of Linguistics/ Education Multi-Langue

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I. INTRODUCTION AND CONTEXT

A. USAID/ACR Program Background

The USAID/All Children Reading (USAID/ACR) Activity in Senegal, currently known in French as the program of *Assistance Technique de l'USAID au Programme National de la Lecture du Sénégal* (USAID/AT-PNLSen), is funded by USAID and implemented by Chemonics International and its consortium of partners in support of the Senegalese National Program for Reading led by the *Ministère de l'Éducation Nationale* (MEN). USAID/ACR, which began at the end of October 2016 and runs through July 10, 2021, aims to make great strides in improving reading levels for students in Grades 1-3 through an effective, sustainable and scalable national program. This technical assistance program targets three outcomes to achieve this goal: Outcome 1 is early grade reading instruction in public primary schools and *daaras* improved; Outcome 2 is delivery systems for early grade reading instruction improved; and Outcome 3 is parent and community engagement in early grade reading improved.

The Government of Senegal (GOS) and the MEN are launching the National Program for Reading in the context of anticipated nation-wide bilingual reforms that, per the latest research on what works, will use national languages to teach all Senegalese children to read and aid the transfer to reading in French. In support of the objectives of the National Program for Reading, USAID/ACR has set an ambitious target: at least 70 percent of Grade 2 students are to be reading at grade level by the end of the 2020-2021 school year. This is particularly ambitious when considering only 13 percent of Grade 3 students tested in an early grade reading assessment in 2010 read at a second grade level.¹

To achieve this goal, USAID/ACR's team and partners are striving to facilitate a politically savvy process to consolidate efforts around early grade reading in national languages in Senegal, capitalize on the best of Senegalese expertise and experience, and complement these local assets and resources with world-class expertise from people who have applied the international evidence-base to achieve reading improvement in Senegal and elsewhere. The fundamental approach of USAID/ACR is one of serving the Ministry and of "*faisons ensemble*"; USAID/ACR exists to assist the MEN, not vice-versa, which is reflected in the French name of the program—as distinct from a traditional project approach to one of *Assistance Technique*. With this way of working with governmental partners, by the end of USAID/ACR, the MEN should be able to take over both core costs and full leadership of programmatic actions at scale.

B. Rationale for Senegal USAID/ACR Training Plan

The success of the National Program for Reading in increasing the rates of children who can

¹ The 2010 Early Grade Reading Assessment financed by the William and Flora Hewlett Foundation found that 87% of those tested could not read at what would be considered a second grade level by international standards: 50 words or better per minute. For this assessment, third graders were tested using a second-grade level test. Source: Pouezevara, S., Sock, M., and Ndiaye, A, 2010. *Évaluation des Compétences Fondamentales en Lecture au Sénégal*, 2010. Washington: RTI International, 2010. Printed and accessed on: 30 July, 2015.

read at grade level, depends on the materials that teachers and students have to learn to read but also, to a large degree, on the quality and frequency of training and professional development accorded to the teachers being asked to change their instructional practices and use new materials. While there are other variables in the theory of change for improved early grade reading instruction, such as teacher motivation, recent research in contexts similar to Senegal has suggested that opportunities for professional development are in fact among the highest ranked motivators for teachers (The World Bank 2014; UNESCO 2015; USAID/ACCELERE! 2017). However, this training and professional development must be crafted to directly address real needs of teachers, be linked to materials that guide the desired institutional practices, and be delivered in a cost-effective way that ministries of education can afford, particularly in lower-resourced settings. Finally, this training must be embedded into the national system and be fully sustainable after the life of USAID/ACR.

USAID/ACR is working with the MEN to help plan and support such a comprehensive training system for teachers and coaches, as well as for teacher and coach supervisors, that will be effective and sustainable in achieving high quality instruction for early grade reading. This Training Plan presents the USAID/ACR's approach to: a) training of trainers to deliver pre-service and in-service teacher training; b) training of teachers in public primary schools and *daaras* by trainers; c) training of coaches and supervisors to support improved teacher practices; and d) specifically how content will be delivered. Overall, the plan provides a strategic and technical map for the achievement of two key outputs under the USAID/ACR Output 2: improved teachers' skills in evidence-based early grade reading instruction (Output 1.2) and improved coaching and supervision of early grade reading instruction (Output 1.3).

This Training Plan presents the modalities, content, and pedagogy for training and supporting teachers, coaches, and supervisors in ways that improve early grade reading instruction. This is one of the most important objectives for the National Reading Program and for USAID/ACR's support. The training and continuous professional development described in this plan focuses particularly on the effective use of the teaching and learning materials and lesson plans developed as part of USAID/ACR support for Senegal's updated reading model in national languages.

USAID/ACR will assist the MEN to initiate appropriate pre-service and in-service training for teachers on the use of the materials and lesson plans for each grade level for which materials have been produced. The program will collaborate with key stakeholders in the MEN responsible for pre-service and in-service training of teachers, on the design and delivery of the face-to-face training programs, new technologies for remote support, feedback loops, and individual study. The plan also covers the strategy to meet the need for coaching to ensure coverage of all schools and plan for the sustainability of such an intervention after the life of the program.

II. METHODOLOGY FOR DEVELOPING THE PLAN

A task force was formed to help with the development of this training plan. The Task Force consisted of representatives of the *Direction de Formation et Communication* (DFC), IGEF, Faculties responsible for the initial training of the inspectors at all levels of education (FASTEF), and a few representatives from *Centre régional de Formation de Personnel de l'Education* (CRFPE). As well as participating in the consultations in the field, the goal of the Task Force was to:

- Ensure common understanding of the tenets of the general USAID/ACR approach to teacher, coach, and supervisor training and professional development, and then provide information on key issues related to activities mandated in the USAID/ACR contract;
- Review the key considerations, in Senegal specifically, regarding pre-service, in-service, and coaching and supervision of teachers for improved as related early grade reading instruction, particularly when using national languages as the language of instruction (LOI);
- Determine how best to align the training plan in support of the National Reading Program while ensuring the plan is supported the country's strategy for teacher training and promote quality professional development;
- Lead consultations with MEN inspectors and agents in the field;
- Provide inputs for the development of the USAID/ACR-supported Training Plan outlining the various training activities at multiple levels. This resulted in clarifications of the key issues regarding pre-service, in-service, coaching and supervision of teachers related to early grade reading instruction and attitudes related to the use of national languages.

The following activities also informed the development of this plan:

- Consultations took place at the regional level with the first four regions targeted by the National Reading Program and USAID/ACR's assistance (Fatick, Kaffrine, Kaolack, and Matam). For this purpose, the consultative workshop (Kaolack, May 9-10, 2017) brought together more than 60 education staff from the four target regions. MEN central directorates (*Direction d'Enseignement Élémentaire* (DEE), *Direction de Formation et Communication* (DFC), and *Direction of Daraas*) and regional and department education authorities (*Inspection d'Academie* (IA), *Inspection de l'Education et de la Formation* (IEF), and *Centres Régionaux de Formation Pédagogique* (CRFP)) participated in the consultations. In doing so, the participants gained ownership of the National Reading Program's activities and provided valuable inputs on the Training Plan's development and implementation. The workshop was held under the auspices of the Academic Inspection of Kaolack. The participants' inputs informed the overall Training Plan, its principles, the structure of the trainings, the mode of delivery, the pedagogy and introductory training for *daraas'* teachers and directors as well as on the content of such training.

- A literature review on efficient teacher training and coaching approaches regionally and within Senegal. This review included:
 - Policies/strategies/activities already ongoing or planned in Senegal to inform the USAID/ACR strategy and into which we aim to integrate our support, including the models of *Partenariat pour l'Amélioration de la Lecture et des Mathématiques à l'Ecole Élémentaire* (PALME), Associates in Research and Education Development (ARED), and Summer Institute of Linguistics/Education Multi-Language (SIL/EMiLE).
 - The latest evidence-based learning and approaches/resources on improving teacher practices in teaching reading and foundational skills in a challenging environment, including issues raised as relevant to USAID/ACR using USAID's recommendations on coaching and findings from other similar programs in funded by USAID and other key partners (The World Bank 2014, UNESCO-IBE 2016).

III. STATUS, ISSUES AND COUNTRY STRATEGY OF TRAINING ASPECTS RELATED TO EARLY GRADE READING

A. Senegalese Strategy, Policy and Plans to Achieve Quality Teacher Training and Coaching as Relates to Improving Early Grade Reading

Situational analysis of early grade reading and recent initiatives

The evaluation results of Early Grade Reading (EGRA), *Programme d'analyse des systèmes éducatifs de la confemen* (PASEC), JANGANDOO, and Phase I of *Programme d'Amélioration de la Qualité, de l'Équité et de la Transparence en Education et Formation* (PAQUET-EF) confirm the weak results in reading, which the foundation of all academic learning. In fact, the results for grade 2 and grade 3 show that only slightly more than half the students have basic reading skills (PAQUET *Rapport d'évaluation*, 2017). To address this learning crisis, the provisions of the Political Letter from the Education Sector 2012-2025 state: “*Adopting a systematic approach to improve the quality of education must take into account a variety of factors and how they interact with one another. [It must also] focus on qualitative transformation of the cultures and practices of teachers and institutional directors in order to achieve success for all. [In addition,] bilingual strategies which are based on the introduction of national languages as primary instructional languages need to be developed...*”

The PAQUET-EF, which runs 2013-2025, includes the following measures related to training and continuous professional development, particularly for improved student performance in reading and mathematics in the first three grades:

- “**Improve** the training arrangement and support for staff, teachers, and administrators through the CRFPE network”
- **Restructure** the “Cellules d'Animation Pédagogiques” (CAP) to [make] integrating public and

private teachers' [training] mandatory and to serve as a training and "coming together" framework for high-quality educational practices, on the one hand, and to implement a training to bring teachers together, on the other hand.

- **Redefine** the missions of the supervisory and support bodies (inspectors) to ensure better continued training in the field.

In addition, in the framework of the *Projet d'amélioration de la qualité, de l'équité dans l'éducation de base* (PAQEEB), funded by the Global Partnership for Education, and the training of teachers and school directors are an important part of the Departmental Training Plan and the performance contracts by which the IEFs are assessed.

Teacher training and coaching policies, framework and recent experience

Training and support to teachers is a critical element of the institutional framework and implementation strategies of the PAQUET. The PAQUET clearly indicates strategies to improve teaching and learning, especially through the reinforcement of teacher pre-service training; the support of *Cellules d'Animation Pédagogiques* (CAP), inside and outside the school; the reinforcement of the role of school directors as first coaches/supervisors; and the support of the IEFs to effectively support directors and teachers to improve quality of learning in the Senegalese schools. PAQUET also provides for the introduction of national languages in basic education, however, the MEN is responsible for finalizing the model and develop materials in these languages. The MEN's DFC issued a recently revised training policy that outlines some key components of the general training system for public schools in Senegal.

For pre-service training, as relates to early grade reading and the use of national languages, the CRFPEs in the regions have begun to train polyvalent teachers to prepare them for teaching in both monolingual and plurilingual classes and in non-formal education settings within the framework of the Basic Education for Children and Adults (EBJA). Since 2016, the CRFPEs have trained 1,300 new polyvalent teachers capable of managing a preschool class, an elementary school class, or an adult literacy class. The ten training modules for this course target teaching skills such as managing a bilingual class and teaching reading in a multilingual context. The latter includes writing and transcribing national languages while managing a class, comparing the phonetics and morphology of a national language with that of French or Arabic, and mastering techniques of bilingual education (including strategies for the transfer from the first, national language [L1] to the second language [French, L2]). Future teachers have also been trained to use the updated teacher guide for reading in French, produced by the MEN/BIE partnership and from PALME. In addition, pre-service training offerings at the CRFPE now include a module on the management of *daaras*. However, polyvalent student-teachers at the pre-service level currently face a lack of opportunities for practice because there are few bilingual classes. The work on pre-service training for early grade reading in national languages, supported by USAID/ACR, will take this into account by facilitating opportunities with the schools participating in the National Reading Program as well as with peer practice

B. Challenges in the system of teacher, coaching, and supervision training related to early grade reading in Senegal

The evaluation of Phase I of the PAQUET-EF has revealed underperformance factors which have a negative impact on the quality of literacy education:

- The children learn to read and write in a language that they do not understand as it is not their mother tongue.
- Senegalese teachers have very few informational resources and training regarding the method for teaching reading in their classes during the first years of school.
- The majority of Senegalese *Cours d'initiation* (CI)/*Cours primaire* (CP) classes do not have books written in the national languages that the children speak and understand.
- As a result, the quality of early grade reading instruction in most classes both public schools and *daaras* is very weak.

The specific problems in pre-service and continued training for teachers are:

- I. Pre-service teacher training represents challenges which may be different than in-service training. In order to insert new content specifically related to the teaching of early grade reading in pre-service training, USAID/ACR will help the MEN make adjustments to the overall training curriculum to find space for modules, on reading in particular, and to integrate these as holistically as possible into existing modules, including those for "polyvalent" teachers. This will involve helping the MEN and the CRFPEs to develop an amendment to the overall pre-service curriculum to allow sufficient time to be devoted to the teaching of reading. Starting in USAID/ACR Year 2, beginning at the end of the first year of implementation (2017-2018) in Grade 1 classes, we will work with institutions to see how and when such content can be integrated into overall training.
- II. The weak position of early grade reading instruction in pre-service and continued training and during the coaching (*encadrement pedagogique*) of teachers, presents a real challenge in the process of achieving the objectives of the country in relation to the improvement of the quality of reading outcomes for all students.
- III. In terms of teacher training apart from those completing pre-service training, most teachers currently in schools have not yet been trained in the updated early grade reading instruction program for French developed by the PALME program and now integrated in the *Curriculum d'éducation de base* (CEB) national curriculum and that covers the five core competencies for reading. While some teachers have benefited from training on this updated curriculum, this training has not been of the same quality as the training conducted at CRFPEs with the support of UNESCO/IBE. The reality of the situation on the ground is that all teachers serving early grades need training in early grade reading instruction, using evidence-based instruction strategies and linked to effective, evidence-based teaching and learning materials. Now that the MEN's reform efforts also include using national languages for instruction and reading, something most Senegalese teachers have not done before, the need for additional training is even greater.

- IV. The problem of in-service teacher training presents a major challenge for the success of a program on a national scale. This includes having a sufficient number of qualified trainers at the regional and departmental levels and sufficient continual investment to support on-going face-to-face gatherings of teachers, directors, and inspector/trainers.
- V. The problem of a low rate of inspector visits, and therefore inadequate teacher support/coaching, is also an issue. This situation is due to a very low Inspector/Teacher ratio of about 1:200. Secondly, inspectors face logistical challenges in terms of transport and in particular the difficulty of accessing certain schools that are far away and have few roads.
- VI. Strengthening the inspectors' capabilities, is also an issue. Currently, Inspectors IAs, in the IEFs, and in CRFPEs themselves need training/capacity building to allow them to follow-up with and, most importantly, provide coaching support to school directors and teachers.

Teacher training in early grade reading education in a bilingual context: SIL and ARED pilot initiatives

In 2016, ARED and SIL introduced educational programs that comprised early grade reading in the CEB in 98 schools. The two distinguished programs were launched in four IAs, in the case of ARED, and eleven schools, of which three were public and eight were Catholic, in the case of SIL. At the teacher training level, the applicable models (ARED and EMILE/SIL) are based on:

- Continued training;
- Local support;
- Profile strengthening for trainers;
- The pedagogy of the training;
- The training materials.

Findings related to the efficiency of the ARED and EMILE/SIL Reading Programs in L1 and L2 can be summarized as follows:

- A positive result in reading is possible to achieve after a relatively short period of time, even from students coming from a poorly literate environment and with a low socio-economic status, if the approach is appropriate and the actors (teachers, directors, and others) are trained and committed.
- Attitudes of teachers and educators related to reading are often deeply ingrained and resistant to change. Even when concrete scientific arguments and reading methods shown to be successful through solid research are put forward, they are not always enough to convince teachers. Habits such as these can only be changed through high quality training by experienced trainers and then followed up with classroom support through coaching. Even with classroom support through coaching, change can take a considerable time.

Lessons learned from teacher training programs in early grade reading in the country

- One-off training without follow-up does not allow participants to fully internalize new content.
- The absence of a systematic bilingual approach to reading, by using the mother tongue as a starting point, causes confusion as to the methodology to be adopted when L1 is the language of instruction for early grade reading.
- Specialized curriculum contents, such as teaching the classification of texts, has traditionally had a strong place in the CEB and it is challenging to convince curriculum experts to first introduce the teaching of pre-reading and decoding principles.
- The success of a teacher training policy for early grade reading instruction, based on a bilingual option, is dependent on the training provided and continuous support

Consolidated recommendations on teacher training based on ARED and SIL experience are described below:

1. **Adoption of a teaching model for Early Grade Reading at all levels of training:** needs to ensure the same understanding of the program (use of L1²³ for teaching early grade reading) the teaching methodology with the five basic components, and the links between L1 and L2⁴⁵ at all levels, beginning with the trainer of trainers all the way down.
2. **Use demonstration, modeling, and simulation approach for the training so that participants are able to see techniques in action.** Trainers should be ready to perform demonstrations, and simulations based on models which assist trainees, to

² L1— *An individual's first language (L1) is the one he or she speaks best, often referred to as a mother tongue or home language. In the context of education, L1 refers to the language that students understand and speak proficiently when they first enter school, a characteristic that makes that language particularly well suited for learning both concepts and content in the early grades. Individuals tend to have a lifelong advantage in proficiency in the first language learned at home through natural interactions with caregivers, family, friends, and community members. People living in multilingual contexts may have more than one L1, and they may have a greater proficiency in one language or another at different points in their lives and in different contexts (p.1 RTI, 2015)*

³ L1— *An individual's first language (L1) is the one he or she speaks best, often referred to as a mother tongue or home language. In the context of education, L1 refers to the language that students understand and speak proficiently when they first enter school, a characteristic that makes that language particularly well suited for learning both concepts and content in the early grades. Individuals tend to have a lifelong advantage in proficiency in the first language learned at home through natural interactions with caregivers, family, friends, and community members. People living in multilingual contexts may have more than one L1, and they may have a greater proficiency in one language or another at different points in their lives and in different contexts (p.1 RTI, 2015)*

⁴ L2—*A second language (L2) or (Lx to denote a language in addition to the second language) is a language that someone learns in addition to his or her first language. An L2 may be learned formally (at school) or informally (such as through working in a market) (p.1 RTI 2015)*

⁵ L2—*A second language (L2) or (Lx to denote a language in addition to the second language) is a language that someone learns in addition to his or her first language. An L2 may be learned formally (at school) or informally (such as through working in a market) (p.1 RTI 2015)*

simulate all the steps of early grade reading instruction.

3. **Focus on practicing new instructional techniques.** There must be enough time to allow the teachers to practice during the trainings.
4. High level written command of the language taught. **Master transcriptions and orthographies** in LI by all involved is crucial especially in the case of teachers.
5. **Strengthen the role of CAP in continued training and coaching:** In-service training and continuous professional development for directors and teachers should be embedded in existing *Cellules d'Animation Pédagogique* (CAP) at internal (the school) and external (a cluster of schools) levels.
6. **Locations for trainings:** Three training spaces should be considered for the delivery of the face-to-face training and support: the institutional location of the training (the CRFPEs when possible, or host schools used as training venues), the internal (school-based) CAP and external (cluster) CAP. In addition, the application of the ICT in training will allow training to take place in virtual locations throughout the target areas.

IV. TEACHER TRAINING, COACHING AND SUPERVISION APPROACH AT MULTIPLE LEVELS TO SUPPORT EARLY GRADE READING

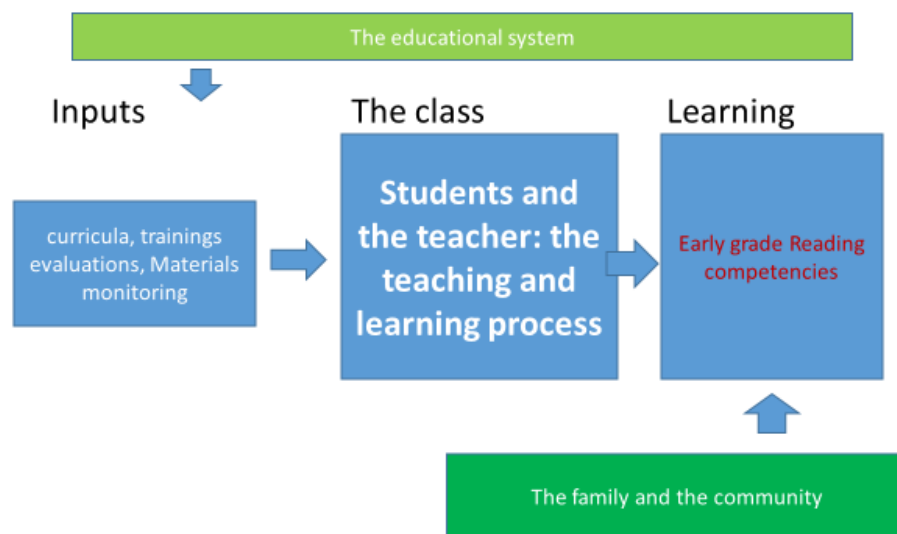
A. The training approach: guiding principles

As previously stated, Senegal is making great efforts to strengthen its in-service teacher training and the coaching/supervision which follows. There is a need for high quality content and effective delivery that will support teachers to incorporate the new practices and skills to teach early grade reading. USAID/ACR's approach is based on research evidence on ways of improving teacher education and professional development. The research findings demonstrate that a combination of face-to-face training, followed by a well-designed high quality teacher coaching and supervision in the classroom, are key features of an efficient approach to introducing new teaching and learning approaches that are efficient and sustainable (Rapport PASEC 2014, JANGANDOO 2016, (USAID, the Power of Coaching, 2014; SABER Teachers, World Bank 2016; UNESCO/GMR 2014-15: Teaching and Learning: Achieving Education for All).

The theory of change has a key idea: concentrate the maximum of the resources to change teacher practices and teaching-learning process to dramatically improve learning in a whole system that becomes more efficient and contributes to the quality of the teaching and learning (see schema 1)

Schema #1: Diagram of the factors for improving learning for each student

Towards a theory of change for improving learning



The guiding principles of the early grade reading training approach that USAID/ACR will help the MEN develop are as follows:

- I. **Grounding a systematic, explicit, and structured early reading instruction program, that is embedded in the national curricula for early grades (CEB 2013).** This constitutes the core content of all training programs under this program. The early reading instruction program supported by USAID/ACR includes systematic, well-structured and explicit daily lessons, focused on learning goals according to those established in the national curricula standards (CEB 2013) and the MEN's current dual language bilingual model that begins with both L1 and L2 simultaneously (*bilinguisme à temps réel*)⁶. However, the focus is limited on the early grade reading instruction in L1 with clear linkages with the area "Language and Communication" of the CEB for the French, L2. This also includes the basic reading materials: student textbooks with decodable and leveled texts, teacher guides, and student workbooks for homework. USAID/ACR will support comprehensive professional development for all those involved in the early grade reading instruction in L1.
- II. **Embedding all training into the system for sustainability and cost-effectiveness.** The training plan developed for the implementation of the reading

⁶ Following extensive consultations the DEE/MEN prepared a Policy Note (to be approved) recommending the model of the bilingual education to be considered, including the implementation of the early grade reading instruction. This recommendation suggests to consider the co-existence of the 2 languages National Languages (L1) and French (L2) as subject and mean of instruction

instruction program in LI is fully embedded into the system at both central and regional levels. A National Training Team composed of trainers from directorates within MEN, (DEE, DFC, DALN,) the academia (Faculty of Linguistics) the Inspectorate, the *Centres Regionaux de Formation Pédagogique* (CRFPEs), and the Faculties responsible for the initial training of the inspectors at all levels of education (FASTEF). Regional Training Teams will comprise inspectors of the IA, instructors from CRFPEs, and inspectors from the IEF. Until the time when there is a sufficient number of qualified trainers, from within the system, to serve the numbers of teachers and directors requiring training, USAID/ACR will initially support the use of additional trainers from outside. Such people, may include retired personnel or trainers with extensive experience on reading and literacy programs.

III. **Practical, hands-on training on a systematic, explicit, research based reading instruction program (and modules).** The planned trainings at all levels (trainers, inspectors, school directors, and teachers), will be highly practical, including model lessons and micro-teaching. This approach will be implemented through both the face to face professional development and the coaching, but also through independent learning and through the innovative use of ICT technologies.

IV. **80% of training will be focused on early grade reading instruction as part the area “Language and Communication” of the (CEB, 2013).** In the training plan at all levels (regional trainers, school directors, teachers) 80% of the training modules will be focused on early grade reading instruction, based on the teaching and learning materials prepared for the program. The remaining 20% of training content will focus on: class management; using ICT to support continuous professional development for reading; parent and community engagement; gender sensitivity and equality; safe schools; and inclusion.

B. Modalities for how training will be organized

There are four inter-linked levels of training involved in the approach. These levels of training include:

- The central level
- The regional/departmental level
- External CAP school clusters
- Internal CAP at the school level.

Combining the Regional and Departmental, reduces the levels within the cascade model and helps to improve quality of training (Figure I).

Figure 1: The Training Levels, the Trainers and Trainees



The horizontal linkages of training are the school level with the *Cellules d'Animation Pédagogique* CAPs internal – and the group of schools level with the *Cellules d'Animation Pédagogique* external (see Figure 2).

Training of Trainers for In-Service Training

The training of trainers developed for the implementation of the reading instruction program in LI is fully embedded into the system at both central and regional levels, as follows: trainers will be chosen from trainers already part of the system (IAs, CRFEP, IEFs). As much as possible depending on availability and the facilities of each regional center, the training of Regional Trainers will be at the CRFEPs. A national team of Trainers and one regional team of trainers per region targeted by USAID/ACR will deliver all training. During the first phase the National Team of Trainers will be prepared with the required to ensure that they are confident in the knowledge, skills, attitudes and practices of all aspects of the approach early grade reading instruction in early grades in Senegal. During the second phase, the National Team of Trainers will train all Regional Teams of Trainers, in one or more regional capitals, split in 2 regional teams per training location.

Phase I: Consolidation of the National Team of Trainers: A National Team of Trainers will be formed by trainers from the MEN related directions (DEE, DFC, DPPE, INEADE,

DALN), the university, the Inspectorate, the *Centres Regionaux de Formation Pedagogique* (CRFP), FASTEF, and the experts of the USAID/ACR. The members of this team consist of specialized trainers in early grade reading instruction, the development of curricula (*referentiel*) and the Teaching and Learning Materials on early grade reading instruction in LI as part of National Reading Program. Currently, the core number of experts that constitute the national team of trainers is deeply involved in (i) embedding the early grade reading instruction in LI in the schools of Senegal, (ii) the development of the referential on early grade reading instruction in LI the (iii) the development of the materials for students and teacher guides, and the development of the training modules.

The role of the National Team of Trainers will be to:

- Help the IAs at regional levels to organize/put together the regional team of trainers and the trainings and coaching that will follow;
- Provide the training to the regional teams of trainers;
- Monitor closely the implementation of the early grade instruction program in schools as related to the training and coaching activities;
- Stocktaking of findings on training and coaching and reorient the strategy, content and methodology of trainings and coaching and pre-service training as needed.

The first round of selection and orientation of the National Team of Trainers will be completed in July 2017, after a central level workshop lasting seven days. The National Team will also regroup in December to prepare the round of refresher trainings generally conducted in January of each year. Then each year a consolidation activity will occur during June at the end of each school year. In September and December/January each school year, the National team of Trainers will train the regional teams of trainers.

Phase 2: Establishing the Regional Team of Trainers: Regional teams of trainers will be established in each of the six targeted regions, starting with four teams in four of the regions in the 2017 – 2018 school year. As previously mentioned, this team will consist of inspectors from the IA, inspectors/trainers from the CRFPEs and inspectors from the IEFs with additional resource people added to make a sufficient number of qualified trainers. The national team will first provide an initial orientation to all inspectors and a pool of resource persons of each region. At the end of the training, members of the National Training Team will assess the participants to identify those who have demonstrated the greatest level of understanding, skill, and motivation to serve as a trainer and coaching support agent for the reading program. Those selected will form the Regional Team of Trainers.

The role of the Regional Team of Trainers will be to:

- Train the teachers and school directors of the targeted schools in the new reading model in national languages (teachers will get trained only for their grade; directors will participate in the training for each grade in the year that it is first introduced, following the National Reading Program rollout model);
- Train all directors on coaching and school-based supervision

- Monitor the impact of training in the class, in close collaboration with the focal point of USAID/ACR at regional and department levels;
- Monitor the implementation of the coaching in the classroom and support the CAP meetings at school level and at a school cluster level, in close cooperation with the focal point of USAID/ACR at regional and department levels;
- Liaise with pre-service institutions and the USAID/ACR Pre-Service Reading Liaison, starting in 2018, in order to prepare for the introduction of early grade reading instruction in LI into the programming of pre-service teacher training;
- Inspectors at the IA level will, in addition, provide support and supervision of the inspectors in the IEF who will be visiting schools to provide coaching support.

Training of trainers for pre-service training on early grade reading instruction

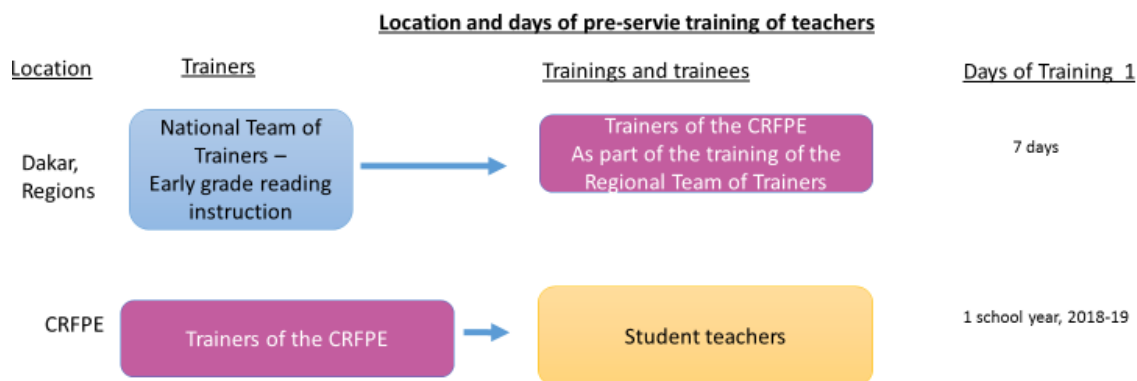
To gain in sustainability and scale up, the early grade reading instruction will be included in the program of pre-service training. The CRFPE are the centers for pre-service training in each region, and CRFPE trainers are also part of the in-service teacher training of the program. as such will gain important initial experience introducing the new reading program to existing teachers and directors in their region, and will have learned from the feedback from field observations and learning assessments. This will form a critical foundation of understanding once it comes to helping the MEN and FASTEF, with the first participating CRFPE, to develop a full course on early grade reading within the CRFPE curriculum.

The modules on early grade reading instruction in LI and links with L2 will be finalized at the end of the school year 2017-18. During this school year the Early Reading Instruction in LI will be implemented in half of the schools in the four regions using the TLM prepared with the support of USAID/ACR. The coaching in the classes, the analysis of the observation tools and other field observations together with the implementation of EGRA in May 2018 will provide the required key information to evaluate all aspects of the model (curricula, teaching and learning materials, teaching and learning models, learning outcomes).

Following the evaluation of the implementation and the outcomes, the approach will also be finalized and the whole curricula package (referential) the teacher guides, the student materials and the training modules will be ready to be introduced in the teachers' pre-service program to cover one semester or one full year. This training will include student-teacher practice in program targeted schools.

Student-teachers will have access to early grade reading instruction classes in order to do their practice as required by the pre-service curricula. The program may provide small grants to pre-service institutions in order to mobilize the student-teachers to participate in small studies and action research activities, examining the various features of the early grade reading instruction in the targeted classes.

Figure 2: Pre-service Training on Early Grade Reading Instruction: location, trainers, trainees, length



c. Training of Teachers and School Directors in public schools and Daraas

The school and the classroom are at the center of the expected improvements of USAID/ACR improving teaching practices for improving early reading competencies for all students. Teachers and directors are the key target of the planning and investment in training given the objective of improving classroom instruction in early grade reading.

Teacher selection: In a first phase, the MEN with support from USAID/ACR will identify the selection of teachers for CI for the school year 2017-18. So far, the criteria to be finalized and shared with the IAs of the targeted regions are:

- Ability to speak and write the national language chosen by the community of the school to which s/he will be posted; preference will be given to teachers who have participated in previous training in national languages.
- Availability to participate in teacher training on early grade reading instruction in LI and take part in coaching sessions during the school year as well as holiday periods
- Be available to start in the assigned grade I (CI), by October 1, 2017.
- Engage to be in the CI class until the end of the CP (Grade I and 2).

USAID/ACR will work closely with the MEN and IAs to minimize teacher mobility in the National Reading Program's first schools.

School directors' selection: directors are the strategic target in the training plan, because they are assigned to have both the coaching and the supervision of the teachers at the classroom and school level. School directors will not be selected as the selection of schools (1/2 of schools for the school year 2017-18) is based on the needs of EGRA sampling. But the training that will provided to school directors will cover 2 areas: (i) early grade reading

instruction in LI; (ii) coaching (iii) on supervision.

The training of teachers and school directors from Daraas: USAID/ACR will target 100 *daraas* during the life of the program. For the school year 2017-18, 20 *daraas* will be targeted in two regions. This means that a total number of 20-30 teachers and 20 *daraas* directors will be involved. A particular attention will be given on the coaching of teachers from *daraas*. Inspectors from the public schools will support the inspectors of *daraas* in their role of coaching.

The teachers and directors of *daraas* will be fully integrated into the trainings of teachers of public schools. However, specific modules for the “*mise a niveau*” will be offered before the seven days training of teachers in September, to help them to be better prepared for the trainings that will be offered to the teachers of the public schools targeted by the intervention in September of each year. Thus, teachers and directors from the *daraas* will be fully integrated and trained on the new contents and materials on the early grade reading instruction. In that way will be able to implement the early grade reading instruction on the selected *daraas* classes (20 for the school year 2017-18.)

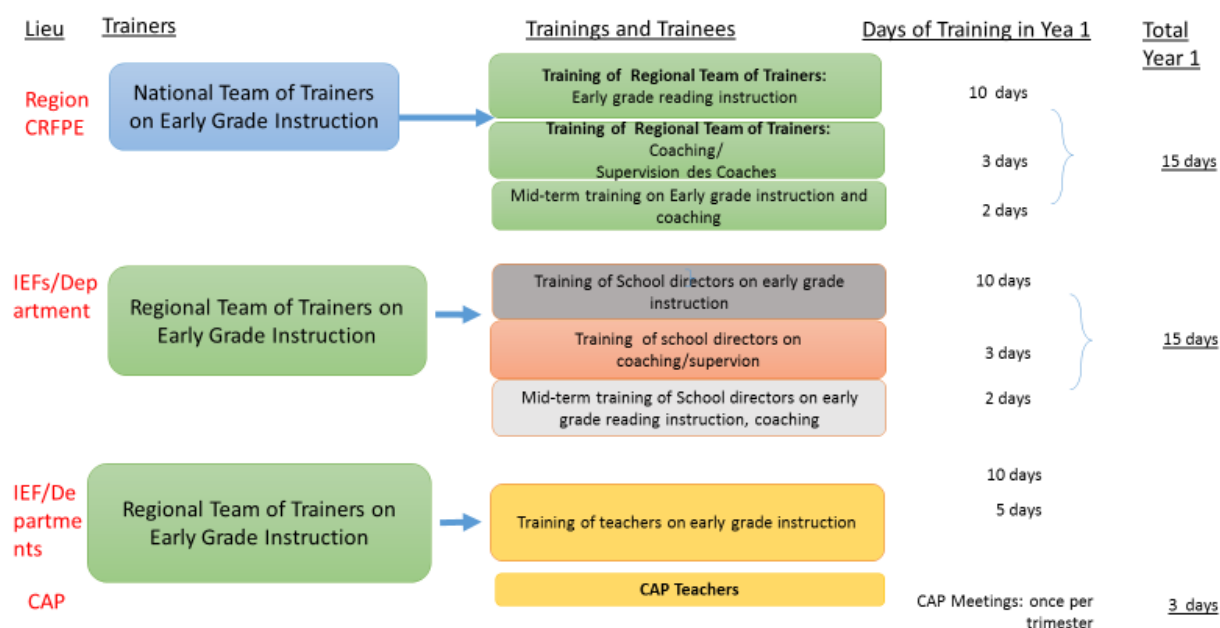
Training days

All teachers in their first year of implementing will receive ten days of training, seven days in September, and three in January. School directors and inspectors/trainers will get 15 days in their first year of implementation, covering the modules for the reading model plus modules on coaching, supervision, and training. Starting in a second year that a teacher, director or inspectors/trainers implements the new reading program, they will continue to receive refresher trainings and to bring them up to date on changes in new editions of the teaching and learning materials. In the 2nd and 3rd year a teacher is trained, she will receive five days/year. In her 4th year of implementing the new program and beyond, she will get two days. Directors and inspectors will get eight days in their 2nd and 3rd years, and then four days in the four years.

Below the figure describes the levels, the location and the actors (trainers and trainees) for each level of training.

Schema # 2: The specifics of trainings location, length and trainees

Location and days of trainings per actors



a. Training for coaching and supervision

The coaching and supervision model to be supported by USAID/ACR in Senegal draws from both the international evidence base and the Senegalese experience. The international evidence base strongly suggests that instructional coaching of teachers is one of the most important interventions for improving teacher practice, and in turn, early grade reading outcomes. Providing individual coaching has been shown to be critical for getting teachers to integrate new instructional techniques and use new materials as intended. High frequency of coaching in the classroom has also been found to be critical for teachers to have the consistent support and follow-up necessary to correctly use these materials and techniques in their classrooms (USAID 2015; 2016).

To date, most USAID-supported interventions in Sub-Saharan Africa have made use of this coaching practice through models dependent to a great degree on project resources and using people outside the education system. This approach, while helpful in improving initial quality through quick results at the beginning of implementation, has shown to be difficult sustained through integrating into government-run systems independently of project support (CIES, Panel on Coaching, 2017).

The coaching model in USAID/ACR is based on the human resources within the deconcentrated public system and only occasionally relies on external resources, (independent experts in

bilingual education and reading or retired inspectors). This approach is fully aligned with the national strategy for (i) improving professional development, support and supervision of teachers (ii) reinforcing the *Cellules d'Animation Pédagogique* (CAP) inside and outside the school and (iii) reinforcing the coaching role of inspectors. This coaching model guarantees the ownership, and sustainability of the model since it makes use of those already in the system. Finally, it should be noted that the system does not have enough inspectors to cover the minimum individual coaching in the classroom (two per month) as well as the supervision.

Given the fact that only ten days of in-service face-to-face training will be provided for teachers to introduce early grade reading instruction in LI, well-designed coaching and supervision during the school year are key for a successful and sustained introduction of the new approach to reading

In the Senegalese education system, each teacher and director must work for four hours outside of their classroom work. This time is generally used for educational and cultural activities, both inside and outside the classroom, such as internal and external CAP meetings.

The implementation of the coaching will operate in three distinguished locations: the class, the school, the network of schools.

Coaching Teachers in the classroom: Coaching at the school level: provided by the school director and supported by the inspector. The director will perform two visits a month in each class which teaches early grade reading in his school.

The role of the inspector: during his visit to the school, the inspector can also perform coaching in the classroom. Inspectors can identify the weakest teachers in each department to give them coaching priority

Coaching in the school, internal Cellule d'Animation Pédagogique (CAP): this coaching is provided by the director of each school. All teachers that teach early grade reading in LI are the participants. Directors and teachers meet in their school to discuss and resolve issues related to early grade reading program at least once a month.

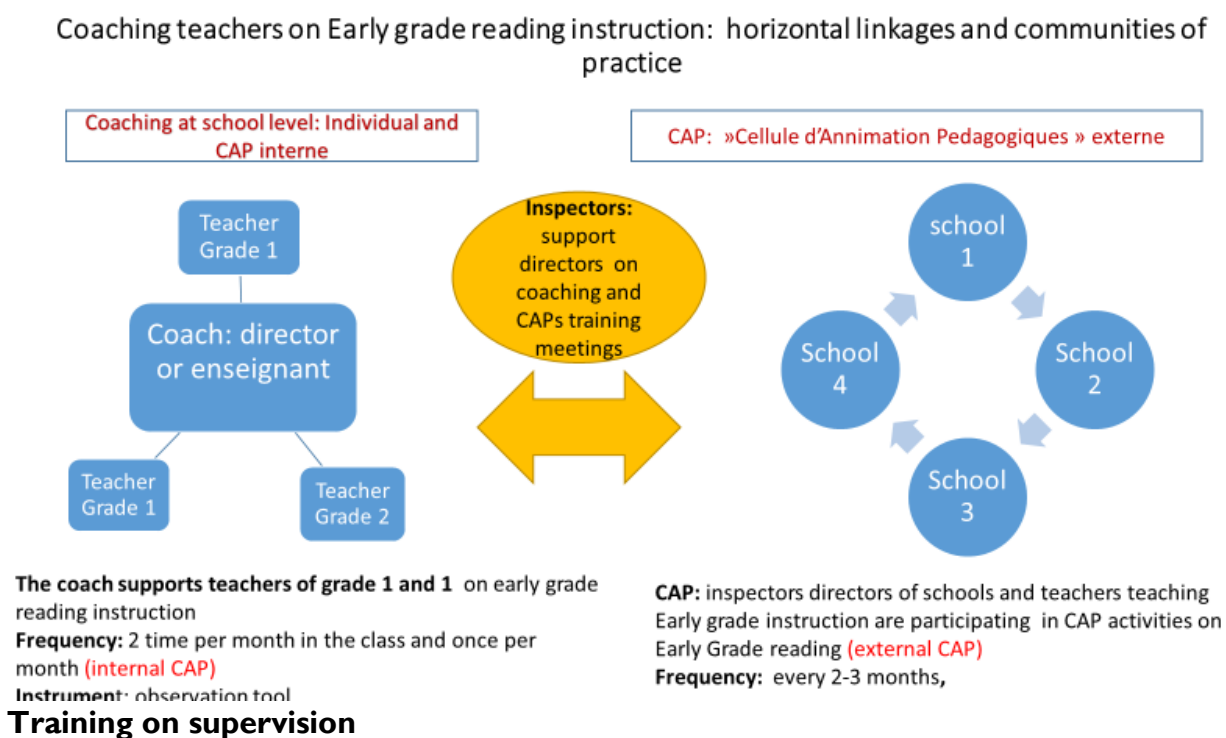
Coaching in network of schools, external Cellules d'Animation Pédagogique (CAP): provided by the CODEC directors and the Inspectors from the IEFs (using the four hours per month for this type of professional development activity). The CAP agenda is developed each year by the Ministry of Education and may cover all subjects. Since the early grade reading instruction has already been identified as a major issue to resolve at the national level it will be part of the CAP annual agenda. USAID/ACR will provide financial support every three years for CAP activities.

Professional development of coaches: coaches (inspectors and directors) also need professional support. At least two meetings regarding professional support are planned during the year to bring together the Inspectors/coaches. The IEF Assigned Directors will be put in

place to share the lessons issued from pedagogy practices and the issues they have faced, based on the data analysis of the observation questionnaires completed during the coaching sessions. This meeting will also be an opportunity to identify the areas where teachers need support.

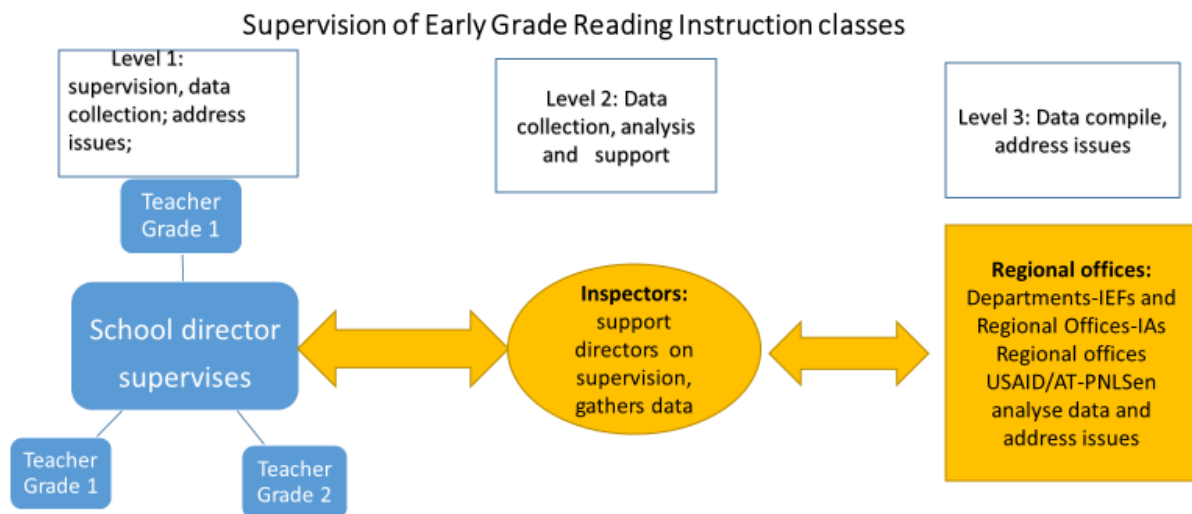
The schema below, shows clearly the horizontal development of the coaching in the three locations. All three locations will be the starting point for the development of the communities of practice on early grade reading programs later in the life of the program.

Schema #3 : Coaching Teacher on Early Grade Reading Instruction : horizontal development and communities of practice



School directors will be both first coaches and supervisors of teachers applying the early grade reading instruction in the first three grades of primary schools. In Senegal, the number of inspectors (*inspecteurs du terrain*) is not sufficient to supervise teachers implementing the early grade reading instruction in the targeted Senegalese schools. Therefore, school directors will also take on the role of leading and supervising the early grade reading reform at the school/classroom level. This is a huge responsibility for directors as they will be key for the success of the early grade reading program in the targeted schools. School directors will be supported in their role of supervision by inspectors and the regional offices of USAID/ACR. The supervision operates at three levels, at school through the director, at the Department through the inspector and at the Region level, through the IAs and USAID/ACR offices (see schema 4).

Schema #4: Supervision of Early Grade Reading Instruction Classes



3

Director's role as supervisors will involve:

- *Availability of materials:* make sure that teaching and learning materials (textbooks, teachers guides and other materials are in schools in the classrooms and in the backpack of students;
- *Inform and engage parents:* support teachers to inform parents and make sure that parents and the community at the beginning of the school year receive the full information on the early grade reading program, and explain how to support students at home to take care of the textbook for home (cahier exercise) and have available time to practice reading every day (read aloud).
- *Time on task:* ensure that teachers are spending adequate time on reading in accordance with the time allocated in the curriculum for early reading instruction (60 minutes per day).
- *Application of the instruction approach:* through the coaching observations (two times per month) and the observation tools filled, determine if teachers apply the scripted lesson plans of the teacher guides.
- *Hub for data collection and reporting:* collect the supervision and coaching data (using the observation tool for coaching and a supervision form) and share with both IAs and USAID/ACR data collection responsible embedded into the regional IA offices.

The role of inspectors on supervision: inspectors by their job description have a primary role of supervision, but as it was explained their number is insufficient to supervise in the required frequency for the implementation of the early grade reading instruction in the targeted classes. Therefore, in addition to the usual role as supervisors, they will:

- Support school directors in their role of supervising the early grade reading classes, through individual visits and during the CAP meetings (internal and external);
- Supervise targeted classes implementing the early grade instruction to help directors to address immediate problems;
- Gather the supervision form, compile information, identify issues and find solutions to address them in close cooperation with the IAs and the IEFs, the Regional Team of Trainers and USAID/ACR regional offices.

Training package on supervision: To support school directors in this double role, school directors as the first supervisors and coaches will receive (i) face to face training and throughout the school year support (via ICT platform and face to face) as well as through the CAP external meetings in order to be able to fulfil their supervisory role. The training package for the supervision will include modules on reading leadership and supervision. This package will include modules on periodic school level assessment of reading competencies. Directors will also have the tools they need to assess student learning in order to measure progress per their school's *contrat d'amélioration de la performance* (CAQ).

Delivering training on supervision: The training package on supervision will be consolidated with the training package on coaching and delivered during the coaching training of inspectors and school directors.

d. Use of Cost-Effective ICT in Training and Continuous Professional Development

Practical, hands-on face-to-face workshops, coaching and supervision constitute the core of the training and continuous professional development that USAID/ACR will help the MEN develop and deliver in support of the National Reading Program. To enhance and reinforce this face-to-face work and enable continuous contact between teachers, directors, inspectors and key technical leads within the MEN who are driving the new reading model, we will also support the introduction of cost-effective information communication technology (ICT) integrated into MEN's existing systems and/or otherwise supporting their latest ICT policies and plans for education and training. The goal is to have an integrative, cohesive ecosystem of different ICT tools that will all be working together to support the successful implementation and monitoring of the new reading model, instructional approaches, and student and teacher materials in the classroom.

The ICT applications proposed here stem from previous rounds of consultations with key MEN stakeholders and our public-private partners Orange Labs/Sonatel in 2016, plus multiple discussions between February and May 2017 with SIMEN, the MEN's lead on ICT innovations, often in conjunction with Orange/Sonatel as well as with the DFC. We also led consultations on the ground with teachers and directors around certain questions, although additional study of particular questions, like phone usage, will likely be needed before the final details of certain systems proposed here can be finalized. SIMEN and the DFC will be USAID/ACR's key focal

points in implementing the ICT portion of this Training Plan, and our ICT staff – the ICT for Continuous Professional Development Coordinator and ICT for Data Collection and Relay – will be responsible for liaising between these focal points and our Outcome I and MEL teams, together with our international ICT technical assistant and partners Orange/Sonatel, in organizing and coordinating all work related to this component.

A. Overview of Usages

USAID/ACR will provide assistance for four general categories of ICT usage to enhance training and continuous professional development in support of improved reading instruction:

1. During face-to-face workshops, coaching, and teacher learning circles;
2. When teachers and directors are in their classrooms and schools and inspectors are making their rounds, allowing them to receive remote support, continuous feedback, share their own innovations and successes, and build a community of practice;
3. For teacher/director/inspector individual use/self-study with key documents and multimedia files at any time; and
4. For data collection, visualization and relay related to teacher practice, coaching and supervision.

In addition, we will support the use of phone-based mobile money transfer to pay trainers and trainers for their expenses related to face-to-face training, greatly reducing the administrative burden, cost, and possibility of error or fraud related to this task when done in person.

The purposes and advantages of using technology the ways described above are to:

- Increase the quality of training at scale by increasing standardization and mitigating against quality loss between the training of trainers and the training of teachers, directors and inspectors/coaching support agents, particularly through the use of audio and visual aids that demonstrate correct procedures, use of national languages for instruction, and best practices.
- Employ sustainable and cost-effective training follow-up systems, particularly for reaching large numbers of teachers and directors in remote areas who are hard to reach and for which additional face-to-face gatherings are costly and difficult to organize.
- Strengthen effectual relationships between professionals (teachers, directors/coaches, inspectors/coaching support agents). Encouraging solidarity between colleagues has been shown in Senegal to be a strong motivating factor for keeping up with new initiatives and reform efforts, and for increasing fidelity of implementation.
- Contribute to innovation and continuous learning with grassroots materials (like

their own videos) that teachers and administrators can produce and share with the entire community of practice in Senegal. This encourages engagement in the program and allows for the central ministry, USAID/ACR technical assistants and private publishers to integrate new ideas into later additions of teaching, learning, and training materials.

B. Aligning with MEN ICT Systems, Policies, Plans and Resources

As noted in the table in the Annex 2, USAID/ACR will introduce new ICT uses and tools in ways that integrate and exploit existing technology platforms that the MEN is already using, and that will be customized to the MEN's preferences and under their own leadership and technical management.

At this time, the MEN already possesses the following ICT platforms, tools and resources that USAID/ACR support will build on:

- **Google Education's Drive:** storage of digital educational resources – the digital files of the student textbooks, teacher's guides – that can be organized by topic area/lesson type/training module
- **Google Education's Classroom:** for the digitization of face-to-face training modules rendered into virtual training and, later, creation of additional virtual training modules. IFADEM also currently also uses Classroom to centralize monthly reports from their coaches and supervisors.
- **PLANETE for the management of schools:** for the follow-up of teachers by school principals at the administrative level;
- **Multimedia studio of the DRTS:** tools for developing video and audio materials, and digital animation for videos.
- **Google Education's Hangouts Video Conferencing Tool:** could be tested later to determine if it can be integrated into the recommended tools;

In addition, our PPP with Orange Labs/Sonatel provides these additional resources, which will be used as noted in the table above:

- **The M-Teaching EveryWhere (M-Tew) platform** for SMS, voice messages, quizzes, and surveys to and from teachers, directors/coaches, inspectors/trainers, and also parents and community members to promote fidelity of implementation and collect survey data.
- **A virtual private network (VPN)** for free calling and SMS between teachers,

directors/coaches, and inspectors/trainers to support communities of practice for peer learning and coaching.

C. Specific Usage Systems and Rollout

Devices and Connectivity

With regard to devices needed to run and access these ICT applications, USAID/ACR, through our PPP with Orange/Sonatel, will provide every inspector with a tablet and every school director with an Android smartphone. We are gathering the latest information and working to finalize discussions with SIMEN and other stakeholders regarding teacher devices. At this time, we anticipate that teachers will also have their own personal Android smartphones. Our latest research suggests that many, if not most, teachers already currently possess an Android smartphone; through Orange/Sonatel, they would also be able to turn in their existing device to acquire a new Android smartphone. Our latest inquiry also suggests that teachers are willing to use their own personal devices for the purposes detailed above. This approach is in line with the trend in ICT for development of “bring your own device,” recognizing that project beneficiaries/citizens are purchasing and supporting the costs of mobile devices at a rate that is growing exponentially, with increasing adoption of more sophisticated devices. As a safeguard, the Android phones allocated to school directors for her/his use and for teacher use will guarantee that a school will have at least one Android phone. The SIMEN has clearly stated that any ICT application must be made to run on an Android device that are available to teachers.

We are confident that our approach to using technology to support training will be successful, even in locations with weak Internet or poor Orange/Sonatel coverage. These locations are actually a rather small percentage of our total target locations. Sonatel (the local Orange provider) currently covers 91.3 percent of the population of Senegal with voice services and 50.8 percent of the country with data services. As we describe below, USAID/ACR’s approach will ensure that under- or un-served areas are still able to reap technology’s benefits. Recent experiences and research show that Orange and our partners have had success with these programs in similarly difficult — or more difficult — contexts, such as the DR Congo, Mali, and Madagascar (Dumont, 2016).

To ensure that teachers, directors and inspectors are able to make the best use of the tools available — even in locations with weak data coverage — our approach includes a number of mitigation measures:

- Teachers will primarily be using tools that need only a traditional voice network. For instance, the VPN (which enables teachers to contact their peers or inspector/coaching support) and the M-Tew system (which enables SMS, voice messages, quizzes, and surveys) both function over a traditional phone network, and Sonatel currently covers 91.3 of the population with this network. As described below, teachers who do not have a data connection can take full advantage the cloud-based Google Education

platform at each training location.

- In zones with the poorest data coverage, we will provide directors with SD cards that are preloaded with content and that can be fully accessed offline, from any location.
- We will also make it possible for all inspectors, directors and teachers to access the latest Google Education content during training workshops. Assuming that very few training sites will have a strong Internet or data connection, we will provide a mini-server (such as the Raspberry PI) that connects to a mobile data network and diffuses content via a Wi-Fi router for this purpose. During the training, participants will be able to download the latest materials onto their device and then use it at their leisure when they return to their schools. This will also greatly reduce the need to distribute and then repeatedly re-load SD cards. This approach has been successfully used in the DRC and Mali, among other places.
- Data collection can still occur offline, without an Internet connection, on a tablet or smartphone. The information can be uploaded later, when the device gets in range of Internet service.
- Sonatel is continually extending its network. Over the course of the project, the percentage of areas with weak or no Internet service will shrink.

Making Videos, Audio and Documents Available in Google Education

Working with the DFC, USAID/ACR will help the MEN develop a plan for the content of audio and video to enhance training and work in partnership with the DRTS or a private media studio to produce these multimedia materials. For the first year of implementation in schools (2017-2018), we are planning for the production and use of basic initial audio and visual aids for teacher, director/coach and inspector training that will include:

- At least one video of model teaching session of key instructional routine/lesson plan;
- One video showing model coaching;
Audio file with an alphabet song for each language;
Audio file for all letter sounds for each language;
These files will then be loaded into Google Education/Drive for access with an Android device.

We will also help to digitize all student and teacher materials and training modules, starting with the 2017-2018 school year, and upload these in Google Education Drive or Classroom in an organized fashion accessible to anyone with an Android device.

Organization of the M-TEW System and VPN

Per SIMEN preferences to fully customize and manage the M-TEW system themselves, USAID/ACR is looking into helping the MEN acquire the M-TEW license from Orange and

assisting the SIMEN technicians in developing the desired customizations. We will help develop a separate technical note on this system which details its full protocol as we have done, for instance, for the USAID reading program in the DRC. To summarize: the Outcome 1 team will work with the DFC to establish the frequency and develop the content of the push messages, which may go out weekly in order to provide constant encouragement and tips for higher FOI, and quizzes, which may go out once a month. (We are also looking into testing, in the first school year of the program, differentiated frequencies and comparing results.)

When questions are received into the M-TEW system from teachers, directors, or inspectors or if questions are discussed within the VPN that go unresolved by peers, we currently anticipate that for the first year, answers will be provided by the central reading technical team of the MEN and USAID/ACR in Dakar to ensure the technical soundness of results. Over time, we will work with the IAs and possibly the IEF to have the knowledge, experience, and confidence to be able to answer questions that arise in their own regions or departments.

Developing Virtual Training Modules

Starting in Year 2 or 3 of USAID/ACR, we will work with the MEN to develop additional training modules made in virtual form through Google Classroom to be used by teachers, directors, or inspectors individually or (as has been shown to be more effective) in groups during school or cluster CAP gatherings or at the IEF for inspectors in ways that can be managed solely with local resources. The modules would be used to target very specific issues that teachers, directors, inspectors and the program will identify through initial implementation – places where educators need additional support but that cannot be covered in the limited time available for face-to-face training. USAID/ACR will help the core reading technical team (Equipe Modèle Lecture) with the DFC in the lead and in collaboration with the SIMEN and other partners like IFADEM as appropriate, to understand how virtual training modules work and to design simple modules that directly address issues raised in the field, using educators' own innovations and good ideas to inform these modules.

Data Collection and Analysis for Teacher Observation

USAID/ACR will be helping the MEN to review their PLANETE system to see what additional fields might be created for information related to the reading program, such as information on the number of student materials received or still in stock, etc., and additional data linked to performance indicators that are in USAID/ACR's Activity Monitoring and Evaluation Plan (AMEP) but are also relevant to the MEN's own M&E systems.

We will also be working with the MEN to further customize M-TEW – or, to possibly adopt another open-source application better suited for complex data collection – for phone or tablet-based entry of teacher and student observation data. It is possible that in Year 1, directors and inspectors providing coaching support will use paper-based observation tools first, using phones to then send pictures of these forms into the IEF/IA for manual entry and compilation in the database at that level.

Starting in the 2017-2018 school year, our objective is to at a minimum enable:

- Data collection and relay by school directors using Android smart phones for school-based data (including verification of receipt and management of student and teacher tools and supplemental readers);
- Phone-based teacher surveys for data needed for Indicator 10 as relates to the frequency and perceived quality of their coaching sessions, as well as feedback on the use of the new reading materials;
- Data collection and relay by inspectors and USAID/ACR IEF-based liaisons/resource people using tablets for teacher and class observation for data needed for multiple Indicators.

Training on ICT Systems

To orient inspectors, directors and teachers to the use of these ICT systems– i.e. an introduction to how to use devices to access the tools available, how to make the most of videos and audio supports, how to see messages and respond to quizzes in the M-TEW system, etc. – USAID/ACR will develop specific modules in the face-to-face training that allow for hands-on practice with these devices and tools. We will then seek feedback from the educators on their experiences with these tools to inform both adjustments to the systems themselves but also refresher and improved future introductory training sessions.

b. Evaluation of trainings and coaching

All training, including trainings for the supervision and coaching will be fully monitored and evaluated. All training will be routinely evaluated for satisfaction. An observation tool for use by supervisors will examine whether the content of the training has been transferred to the classroom.

A monitoring system based on quality control of teachers will form part of the work of school directors / coaches.

The work of school directors as coaches will be overseen by inspectors who will visit each school at least once a month to follow up on the work of school directors in coaching teachers.

Through these visits, the coaching model will be tested and fed back into policy.

Training content and pedagogy of the modules in the teaching of reading

The focus of the USAID/ARC instructional approach is that all teachers, school director/coaches, inspectors, and regional and national trainers are well aware of and able to apply the “Early Grade Reading instruction in LI” approach using demonstration, modeling, and simulation of the instructional step. Trainers will be ready to perform demonstrations, using models which assist the trainees, to simulate all the steps of a reading lesson, and to not lecture the participants. Demonstration will always go alongside explanation. The greater part of the

training time will be dedicated to practicing the instructional steps by using the student guides and manuals.

I. Content

The content of these modules will include a rationale for why children should learn to read in the language they know best, but the major part will be focused on what should be taught and in particular, how it should be taught.

Four (4) key areas of training content will be dealt with:

1. Understanding the basics of transcription of the three national languages (orthographies).
2. Understanding the reading competences established by the curriculum related to teaching reading in L1; understanding the linkages which need to be made between teaching reading in L1 and teaching language and communication in L2.
3. Understanding all aspects of key instructional strategies and routines of the approach to early reading that includes: understanding of text conventions, pre-reading activities, phonological awareness, systematic, structured and explicit instruction on decoding, with daily individual student practice for automaticity, fluency, comprehension and oral language development (expressive and receptive language development),. It also includes classroom management and formative assessment with clear techniques for remedial strategies based on the assessment.
4. Understanding teacher support in the classroom (coaching): how to support (to coach) and how to receive support (to be coached) in the teaching and learning process; how to engage in critical thinking about teaching (reflective practitioner); how to work together to improve teaching practices.

High quality modules will be developed to help educators address the following topics at all 3 grade levels (grade 1, grade 2 and grade 3). The content below will be used not only with teachers but also with school directors / coaches and inspectors/ supervisors.

- Preparation to teach in and with L1: transcription of languages, orthographies;
- The updated consolidated model for teaching and learning early grade reading: content, pedagogy, and use of materials in CI, CP, CE (early reading instructional strategies and routines of the approach that includes, pre-reading activities, phonological awareness, systematic, structured and explicit instruction on decoding, with daily individual student practice for automaticity, fluency, comprehension and oral language development, classroom management);
- Embedding early grade reading instruction into the national “Curricula de Education de Base” (CEB)– links between early grade reading instruction in L1 and teaching “Language and Communication” in L2 (French); addressing interferences between L1 and L2;

- Use of Teaching and Learning Materials (textbooks, teacher guides, leveled booklets and other materials) in the early grade reading instruction;
- Formative evaluation and remediation with suggested remedial strategies;
- Teacher support through continuous professional development: teacher support from supervisors, coaches and peers at the school and CAP levels (internal and external CAP);
- School communication with parents and community members on how to support students in their reading activities;
- Making use of mobile/ICT features to support the training and the coaching/supervision;
- Additional content to create gender equal, inclusive, safe and conducive learning environments;
- Introductory training for directors and teachers in the *daaras*.

Teachers' Responsibilities for the implementation of the Early Grade Reading instruction

In the USAID/ARC Senegal framework, the targeted teachers will have, among others, the following responsibilities:

- Prepare, implement, and evaluate early grade reading instruction in LI, according to the guidelines of the *referential*.
- Use the Teaching Learning Materials provided according to the pedagogical guidelines
- Maintain the schedule devoted to reading in LI by increasing individual reading opportunities and opportunities for the students to read aloud during the instruction period.
- Make use of available literacy resources in the environment in LI.
- Work in a collaborative way with the school director / coach to improve the teaching and learning of reading, to assess learning outcomes and remedial education for students as needed.
- Participate in the *Cellule d'Animation Pédagogique (CAP)* and share achievements and challenges with possible solutions in the teaching of reading focusing on ways to improve outcomes for children.
- Participate in continued training activities implemented at Department and Regional levels.

Specific contents for teacher training

The table below provides a more specific outline of the skills areas, objectives, and teacher training contents. This content consists of a common basis for all those involved in the training (national training team, regional training team, Inspectors, directors, teachers, and other independent experts).

Table # 1: Competencies, objectives and contents of the teacher training for Grade I

Competencies	Training Objectives	Contents & Description (modules)
Have competence in listening speaking , reading and writing the LI Speak, read and write in LI	Be able to speak, read and write in LI; be able to use correct spelling and writing conventions	Language levels especially for writing and pronunciation (modules CRFPE)
		Language awareness activities will be included throughout the content areas
		Teachers will be made aware of sources of help to improve language, check spelling, including use of ICT sources
Be able to explain the importance of the success of all students in early grade reading	Be familiar with the National Reading Program which focuses on the success of all students and the importance of LI in learning achievement	Results of the last EGRA
		Analysis of the causes of weaknesses in performance
		Factors that will increase reading performance
		“Bilingual model”
Master the curricula of l'éducation de base (Language and Communication) and the teacher's guide for reading in LI	Be familiar with the curriculum content, (the desired reading outcomes; the main elements of the reading guide in LI; and the student and teacher materials for the National Reading Program	Transferring competencies in reading from LI to L2
		Analysis of the fundamental structures of the reading model in LI and connections with L2 (bilingual model): 1. The competencies 2. Teaching and learning approach 3. Planning 4. Contents 5. Evaluation 6. Learning time 7. Progression (scopes and sequences)
Master the principles of early grade reading instruction with the key components of reading	Use the key elements of early grade reading instruction in LI, using the teaching and learning materials in the 3 languages	Early grade reading instruction based on the key components of reading - phonological/phonemic awareness and phonics, fluency, vocabulary, comprehension and continuous classroom assessment and reporting to parents that includes:
		Pre-reading activities
		Phonological awareness
		Systematic, structured and explicit instruction on decoding, automaticity, fluency and writing
		Daily individual student practice for automaticity, fluency
		Comprehension exercises
		Oral language development
		Formative evaluation
		Classroom management techniques

Implement the pre-reading and pre-writing model lessons	Know the steps of a model lesson for pre-reading and pre-writing	Use TLM (early reading instructional strategies and routines of the approach that include: pre-reading activities, pre-writing activities, language development, phonological awareness, and introduction to writing)
Implement lessons on introducing a letter sound, decoding/encoding, fluency, writing and language development	Be familiar with all of the steps of a model lesson in decoding/encoding, fluency, writing, and language development	Use TLMs (early reading instructional strategies and routines of the approach systematic, structured and explicit instruction on decoding, with daily individual student practice for automaticity, fluency, comprehension and oral language development, classroom management)
		Systematic, structured and explicit instruction on decoding, automaticity, fluency and writing
		daily individual student practice for automaticity, fluency
		exercises of comprehension
		oral language development,
		classroom management techniques
Implement weekly revision lessons and the “lesson on integration”	Carry out a model lesson on revision, evaluation, and remediation of learning difficulties	Demonstration and simulation of all of the steps of the essential components of:
		the revision lesson, including rapid assessment and formative evaluations
Implement a fluency lesson	To demonstrate, to model and to simulate all steps of a model lesson on fluency, comprehension, oral development and writing	Demonstrations, modeling and simulation of all the steps of a model lesson on fluency, comprehension, oral development writing and original production
		Choice of text
		Individual reading out loud
Learning assessments	Know and apply EGRA type assessment in class and formative evaluations	Assessment strategies that provide teachers with information on students’ progress in reading
		Weekly Classroom tests (Revision lesson)
		Assessment during coaching visits
		Periodical EGRA type assessment and reporting to parents and communities.

A. Pedagogy

The Training Plan adopts a very practical approach to the training with the emphasis on getting teachers to practice new teaching techniques in classrooms with students, as well as ensuring teachers understand the rationale behind the techniques they are using. Training at all levels is participatory and hands on, so that by the end of the training teachers are comfortable and confident in using in using the textbook and teacher guide. The training makes extensive use of demonstration, simulations and modeling. Short videos demonstrating the key techniques in real situations will be used. Pedagogical messages will also be disseminated using smart phones or other means.

The locations for implementing the demonstration, modeling, and simulation pedagogy will be: at CRFPE for the face-to-face trainings and meetings and the internal CAP (in the schools) and the external CAP (*cluster of schools*) during coaching

C. Training for School Directors and Inspectors/Coaching Support Agents

Inspectors and directors/coaches will first receive the same training content as the teachers on the new reading model in national languages in order to establish a shared understanding and to ensure that all involved master the practicalities of early grade reading instruction and the materials developed with the support of USAID/ACR to guide and support it.

However, school directors / coaches and inspectors/coaching support agents will receive additional training to prepare them for their coaching and supervision tasks. The following will be included.

Coaching

School directors will receive training on how to be a reading instruction coach to their own teachers implementing the new reading model in national languages. Inspectors and other resource people serving as trainers and coaching support agents will also receive this training so that they can support the director in this role.

The coaching task will include:

- Modeling effective teaching practices
- Techniques of observation
- Giving constructive evidence-based feedback
- Monitor teachers progress so that teachers and observers have a clear vision of competences acquired and to be acquired.

School-based supervision and reading leadership

To prepare school directors to be effective supervisors at the school level in addition to reading instruction, they will receive additional modules to ensure that teachers are staying on top of their lessons, to lead modest regular school-based assessment to determine whether students and teachers are on track with regard to learning outcome benchmarks, and to champion reading across the school-community with linkages to parents and others supporting reading practice outside the school. As for coaching, inspectors and other resource people serving as trainers and coaching support agents will also receive this training so that they can support the director in this role.

Coaching support and supervision

To prepare inspectors and other resource people to support and supervise school directors in their role as coach and school-based supervisor, and through classroom visits to directly support teachers in implementing the new reading program, they will receive an additional module covering these responsibilities. This module will also cover support to organization of

The table below presents the training that school directors will receive in addition to the modules on the reading model (as presented for teachers, above), and that inspectors/coaching support agents will receive in order to support directors and teachers in their responsibilities.

Table #2: Competencies, objectives and content of the school director / coach training

COMPETENCY AREAS	OBJECTIVES OF TRAININGS	CONTENTS
School-level leadership to champion early grade reading using national languages	Be able to:	Create and administer pre-testing and management for basic data
	conduct regular formative assessment, starting with a school baseline for reading students in grades 1-3 using simple testing tools and sampling techniques	
	analyze testing data to assess any performance differences for boys and girls, identify any other performance trends, identify any need for remediation)	Create an array of remediation exercises
	set objectives for performance in alignment with the forthcoming national standards and benchmarks for early grade reading in national languages	Develop reading results in LI in a PTA
	support the school management committee (<i>conseil de gestion de l'école</i>) CGE lead development and implementation of an action plan for the CAQ to meet these objectives	Analyze progress and develop plans
	follow the implementation of the remediation	Identify the tasks included in the EGRA evaluation
		Understand the school-level quality improvement contracts (<i>contrats d'amélioration de la qualité</i> , CAQ) as relate to reading,
Manage teaching and learning resources for early grade reading	Be able to:	
	ensure equitable distribution to girls and boys and that every student in a targeted grade has his/her own copy of the student materials	

	assist teachers in the management and upkeep of supplemental readers used in the classroom	
Collect and analyze school-based data	Be able to:	
	collect and relay data including school statistics (numbers of students and teachers per grade, etc.); inventory of teacher, student, and classroom materials for early grade reading	
	use an Android smartphone for these purposes	
The role of the school director / coach as pedagogic leader	School directors / coaches will be able to list their roles and responsibilities as pedagogic leaders	The School director/coach as pedagogic leader in the teaching of reading: advising and supporting teachers, creating a collegial atmosphere in the school
Mentoring Skills	School directors / coaches will be able to:	Mentoring Skills:
	Observe teachers in the class	1. Classroom observation for teacher development of reading skills
	Give constructive feedback on the teaching of reading	2. Active listening
	Assist teachers to set strategies for their future development in support of reading	3. Dos and don'ts of giving constructive feedback

Consideration will be given to certifying this training so that in the future, there will be a cadre of certified reading coaches available to MEN.

D. The pedagogy

The pedagogical approach for the training of coaches (school directors and inspectors) will follow the same pattern as for teachers and Practical, hands-on training on a systematic, explicit, research based reading instruction program (and modules). The planned trainings at all levels (trainers/inspectors, school directors and teachers), will be highly practical, aiming at the appropriation from all trainees, of aspects of model lessons and micro-teaching. This objective will be achieved by using the approaches of *demonstrations*, *modeling*, *simulations*, based on a practical use of the teacher guide and of the student textbooks, supplementary readers, read-aloud texts or books, and visual supports during most of the time of the face to face professional development. This approach will be implemented through the face to face professional development and the coaching, but also through independent learning and through

the innovative use of ICT technologies (short videos during the face to face, as well as sharing pedagogical messages and short videos with micro-teaching practices using smart phones.

V. THE TRAINING PLANNING DURING THE ENTIRE CYCLE OF THE PROGRAM USAID/ACR

Planning of in-service training for all actors

a. National Team of Trainers

As previously noted, a National Team of Trainers will be formed each year of the program. The first seven-day consolidation workshop for National Team of Trainers will be held at the end of June 2017 for about 20 members of the National Team of Trainers. Thereafter national training will take place at the end of June of each year.

b. Training of the Regional Team of Trainers (master trainers)

Each year a training for the Regional Team of Trainers is planned for a group of around 85 participants.

The Regional Teams of Trainers will be established in July 2017, following a short workshop (four days) of potential trainers. The National Team of Trainers will train the four Regional Teams of Trainers in two locations regrouping two regions in the beginning of the September 2017 for a total of seven days.

At the beginning of September of each following year, the Regional Team of Trainers will receive a seven days training on: the whole curriculum package early grade reading instruction in CI, CP, and CE; the annual planning of all annual training; the modes of delivery of the training modules as described previously. This workshop will help to share the evaluation findings of the program implementation, especially for the instructional aspects and feedback into future training.

Directors' Training

The Regional Team of Trainers will train all directors of the target schools for seven days during the first year of implementation (September 2017) before the opening of schools. The content of the training has been previously described. Directors will also receive a three days training in the middle of the school year (January). Directors will receive a separated training of three days on coaching (Oct/November).

Teacher Training

The Regional Team of Trainers will provide a seven day of training for all target teachers in September before the start of the school year. In January of each year the Regional Team of Trainers will provide an additional three days of training on the curricula package “early grade reading)

Most importantly teachers will receive continued support through coaching (see below) in the

classroom (by directors (2 times per month) during the internal CAP with support from inspectors and resource persons (once a month) and during the external CAP meetings (maximum 3 times during the school year)

c. Coaching and Supervision Training

Coaching and supervision training will be performed in two ways: face to face and with the use of ICT (see: ICT and Training section). School directors are assigned to implement the coaching and supervision at school level (twice per month class visits). Inspectors and resource persons (members of the Regional Team of Trainers) will also make monthly visits to support school directors in their coaching and supervision role.

- **3 days of coaching/supervision training at two levels:**
Level 1: The National Team of Trainers will provide a 3-day supplementary training on Coaching and Supervision for the Regional Team of Trainers (October-November of each year). Level 2: The Regional Team of Trainers will provide a 3-day training for all directors (Oct/November of each year).
- **3 days of Training mid-way through the school year:** The training session mid-way through the school year will be held for all teachers and school directors, delivered by the Regional Team of Trainers.
- **Continuous ICT support:** The Regional team of trainers, the school directors and teachers will receive continued support through an ICT platform.

The numbers of trainees: Regional Team of Trainers, School Directors and Teachers

The assumptions made to develop the training plan are the following:

1. For the school year 2017-18 the program will target 50% of schools in four regions.
2. Starting school year 2018-19 all schools will be targeted in the six regions.
3. The current, total number of inspectors of all type in the regions is 63.
4. Each group of trainees at any level will have a maximum of 40 persons. Two trainers will be responsible for each training group of 40.
5. The Regional Team of Trainers will first train all directors for seven days in the second week of September.
6. The Regional Group of Trainers will train teachers for seven days during the third week of September all.

The following Table presents the disaggregated data according to the regions. For the first year there will be 31 groups of teachers (40 participants) to be trained by two trainers per group and 30 groups of directors to be trained (see the two following tables).

The table below, presents all numbers of beneficiaries as estimated by the USAID/ACR, May 2017.

Table 3: Beneficiaries, all students, teachers, Daaras, schools/directors

Beneficiaries	Y1	Y2	Y3	Y4	Y5
Students	0	47615	150620	155920	159500
Teachers	0	1240	3690	3315	1912
Daaras	0	20	40	100	100
Schools	0	1220	3900	4020	4120

Source: USAID/ACR estimations, May, 2017

Table 4: Beneficiaries schools and directors per region, five year program

School Directors	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Diourbel	0	0	550	567	583
Fatick	0	360	725	747	769
Kaffrine	0	260	520	539	550
Kaolack	0	390	730	752	767
Louga	0	0	930	958	980
Matam	0	210	445	458	470
TOTAL		1220	3900	4020	4120
Groups of trainees of 40		30 groups of trainees (40 people)			

Source: USAID/ACR estimates, May, 2017

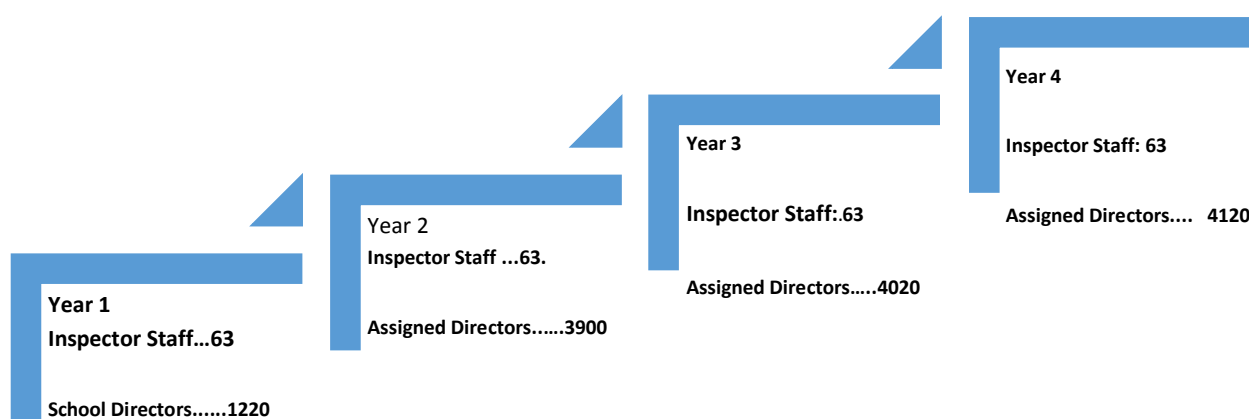
The total number of inspectors, (inspectors of the “Inspections Academics” IAs, inspectors/trainers and inspectors of the field) is 63 (field data, May 2017). But more trainers will be needed and additional resource partners in each region (see estimates in red, table below).

Table 5: Assumption on needed trainers and current number of inspectors all categories

	Trainers Needed, Assumption	All types of Inspectors
Fatick	26 (6)	20
Kaffrine	10 (0)	14
Kaolack	36 (19)	17
Matam	14 (2)	12
TOTAL	85 (22)	63

Source: *Rapport National sur la Situation en Education RNSE, MEN (2016)*

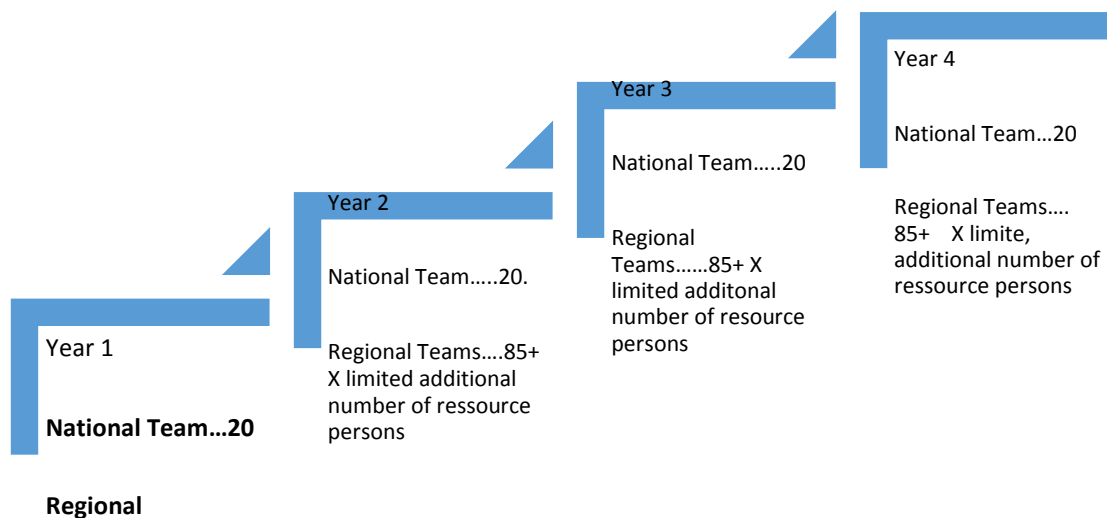
Table 6: Numbers of Inspectors and school directors during the 4 years of implementation



Source: *USAID/ACR estimations, May, 2017*

Considering the above assumptions the Table below summarizes the progression of the National and Regional team of Trainers from the 1st to the 4th year of the Program.

Table 7: The numbers: National Team of Trainers, Regional Team of Trainers



2.3. Plan for Training in the First Academic Year 2017 – 2018

According to the Work plan and the Output 1.2: Teachers' skills in Evidence-Based Early Grade Reading Instruction is improved Output 1.2 in Year 1 aims to support the MEN and its central and regional structures to capitalize/consolidate quality models of teacher training in the specific area of early grade reading instruction, and to adapt and deliver modules for teachers to match the new student and teacher materials developed. The Year 1 objective is to help all targeted teachers to be ready to provide quality early grade reading instruction during the school year 2017-18 and to improve students' learning competencies. For that, the first step was to review the existing policies and models of in-service training, pre-service training, and training and support for supervision and coaching, and work with the MEN in the preparation of a Training Plan by the end of May that describes the modalities of teacher professional development and support needed to gain the best efficiency on reading instruction.

For this first year, a seven -day training for all Grade 1 teachers of the target schools will be delivered before the start of the school year (in September 2017) following the national and regional training of trainers. USAID ACR will support the MEN to prepare a teacher training plan and the training modules for trainers and teachers based on the organizing principles and driving forces of the developed materials and Training Plan. USAID ACR will support the MEN to deliver efficient training that is hands-on, demonstrating the specific instruction steps and micro-teaching. Demonstrations and simulations will be the main training methodology, including examples of good teaching practices and effective use of the new student and teacher materials as modeled through videos, helping to reduce quality loss through the training cascade.

Coaching and Supervision of the early grade reading instruction in Year 1 is designed to put in place all the preparations for coaching (le coaching, by inspectors and resource people) and

supervision (coaching by school directors) in support of quality early grade reading instruction, the implementation of which will begin in the 2017-18 school year.

In particular, the MEN and the decentralized structures will identify the profiles of coaches, with attention to (i) their capacity to fulfil their role of coach in the light of evidence-based best practices on reading and coaching (ii) the scale and sustainability of the coaching modalities. During Year I, training materials for coaches and their trainers, including coaching and observation tools, will be developed and printed. Selected tools will be both paper-based and mobile/web-based.

USAID/ACR will support the MEN and the decentralized structures to design the on-site supervision of school directors. The objective is that school directors will a) ensure that students have their materials and that they use them, b) observe and support teachers through on-going modeling and discussions, c) collaborate with parents and community members on home-school actions in support of reading, c) and report out to parents and community members on student learning outcomes on reading. In support of this objective, USAID ACR will work with the MEN and the DFC in particular to adapt/develop and deliver training of trainers and school directors on supervision and leadership.

For both coaching and supervision, particular attention will be given in effectively preparing the implementation of routines in the *daaras*. Also as part of the Year I work, USAID/ACR will work with the MEN and regional/departmental structures to incorporate ICT and mobile technology especially to support the coaching and supervision work.

It is expected that by Sept 2017, (i) the modalities for the delivery of coaching and training will be owned by both the central and the decentralized structures of the MEN, and (ii) the training modules, observation tools and training for trainers and identified coaches and supervisors will be finalized and ready for distribution. According to this plan, by October 2017, the coaching and supervision will start to be implemented in order to continue supporting teachers through hands-on, classroom-based support in order to provide quality instruction on reading for all students.

Below the planning of in-service teachers training for 2017-2018. The targeted stakeholders are the following:

- The national trainers of trainers team which can be called the Mentors of the whole teachers training mechanism. The members are essentially the national specialists in curriculum development, learning assessment, training of trainers, early grade reading. They are selected at national level from the key institutions in charge of teachers' recruitment, initial and in service training, etc.
- The regional trainers team composed by Inspectors from IA and IEF and selected

resource persons (retired Inspectors or experts from partners: ARED and SIL).

- The school directors and teachers from public schools and *daaras*,

Table 8: The planning of in-service training for 2017-18

	Dates	Number of Trainees	Locations	Number of days
Consolidation of the National Team of Trainers	June	20	Dakar	7
Establishing the Regional Team of Trainers	July	100	Regions (2 locations)	04
Training of Regional Team of trainers	September	85	IA	7
Training of Directors	September	1220	IEF	7
Training of Teachers	September	1240	IEF	7
Training on coaching of directors	Mid October 2017	1220	IEF	3
Mid-term training for Regional Team of trainers	Early January 2018	85	IAs	3
Mid-term training for directors and teachers	Early January 2018	1746	IEF	3

	Dates	Number of Trainees	Locations	Number of days
Consolidation of the National Team of Trainers	June	20	Dakar	07
Establishing the Regional Team of Trainers	July	100	Regions (2 locations)	04
Training of Regional Team of trainers	September	85	IA	07
Training of Directors	September	1220	IEF	07
Training of Teachers	September	1240	IEF	07

Training on coaching of directors	Mid October 2017	1220	IEF	03
Mid-term training for Regional Team of trainers	Early January 2018	85	IAs	03
Mid-term training for directors and teachers	Early January 2018	1746	IEF	03

Break down of numbers for 2017-2018:

- 50% of all teachers and Directors are trained = 1240
- All Directors and Inspectors are trained = 1746
- The number of trainees per training group is 40
- The number of trainers per training group is 02
- Total of regional trainers needed is 84/85

VI. RISK PREVENTION AND QUALITY CONTROL PROCESS

The USAID All Reading Program is not going to be implemented in a “risk free environment”. A quick reality check allows to consider few risks that the PNL has to prevent or to manage carefully, see below some risks identified at a glance:

- Risk 1: fragmentation of coach’s time and energy with parallel quality education projects and processes implemented at the same time in the same regions, districts and schools. That is the current case of four main projects: PAAM (math), PAQUEB (reading and math), PREMST (math, sciences and technology), IFADEM (all disciplines) and then PNL (Reading for all) in October 2017. Each of the indicated projects has a focus either on reading or Mathematics or both, has specific training agenda and model which targets the same teachers, school directors and Inspectors in a selected region.
 - Risk mitigation: The DEE to set up a solid project coordination unit at central and IEF level that promote the mutualisation of projects human, material and financial resources at district and school level: schools that are targeted by two, three or four projects could have the benefit of several coaching visits and training sessions from several Inspectors. The G50 standards on meals, accommodation and transports refunding facilitate procedures for projects financial support.
- Risk 2: Inspectors union strikes could be some time unpredictable and could undermine Projects and programs implementation schedules.
 - Risk mitigation: The PNL to mobilize as much as possible resource persons from

Partner organizations (ARED and SIL) and school directors.

- Risk 3: high expectations from Directors and teachers of the 100 selected *daaras*. The learning environment in the *daara* could bring *daara* leadership to have higher expectations that go beyond children reading skills: sanitation, food and medical care from the PNL.
 - Risks mitigation: the projects to run a solid and systemic communication strategy that build awareness and social engagement at community level and specifically among the community of *daara* leaders and teachers. At the end of the day the 100 *daaras* will be selected on a voluntary base (the most motivated one to participate in this national innovative reading program.

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ANNEXES

ANNEX I: Regional Consultations, Kaolack, May 9-10, 2017

The PNL stakeholders meeting in Kaolack gathered 57 participants from the four selected regions: Kaolack, Fatick, Kaffrine and Matam and Experts from NGO partners (SIL and ARED). Among them we had:

- The four (04) heads of IA (Inspection d'Académie) and their management team
- The heads of all IEF (Inspection de l'Education et de la Formation)
- The members of USAID/ACR including PNL senior staff and NGO partners experts and management
- PNL focal points from different Directions of the MEN (DEE, DFC, IGEN, INEADE, etc.)

On Day 2, USAID/ACR and Consultant presented in plenary the PNL implementation tools and the model of training of trainers and teachers coaching. That session followed by small groups where participants were asked to respond to five questions:

1. How to select trainers for public schools teachers and their colleagues from the *daaras*?
2. What are the most appropriate training procedures?
3. How to select the best Directors for teachers coaching?
4. What model of in service teachers training and coaching would be considered as the most sustainable one for the PNL?
5. What type of incentive would be the most sustainable for coaches to play their role and support the PNL for at least five years?

After one hour of passionate debates and brainstorming, the regions came out with relevant inputs and concrete recommendations for a successful training and coaching process and results.

See below the summary of key recommendations for each question:

QUESTIONS	RECOMMENDATIONS
1. How to select trainers for teachers and heads of <i>daaras</i> ?	1. Associate selected trainers from initial teachers training institutions like CRFPE (those who can speak L1,L2)
	2. Associate arabophone teachers guides and advisors in the training
2. What are the most appropriate training procedures?	1. Choose the region as entry for the training of trainers to minimize the costs (July 2017)
	2. Choose the IEF for teachers and Directors training (Mid-October)
	3. The best period for teachers initial training is mid-October 2017
3. How to select the best Directors for teachers coaching?	1. Inspectors to define criteria: <ul style="list-style-type: none"> - Skilled and experience Director - Availability - Strong commitment - Proactivity
	2. Call for application sent to all IEF and schools after a caucus between PNL regional focal points and IEF (this item must be concluded in June 2017 latest.
3. What model of in service teachers training and coaching would be considered as the most sustainable one for the PNL?	1. Close and individual coaching at school level (2 visit by Directors per month) combined with interactive peer training within districts/zonal teachers circles called "Cellule d'Animation Pédagogique" CAP (one sessions of two hours each per month)
	2. Adequate teaching performances monitoring, reporting and sharing

	3. Quaterly evaluation and good practices sharing meetings with support from Inspectors and CODEC.
	4. Inspectors to identify teachers with special coaching needs and the best teachers who could be future coaches for the program
	5. PNL training tools to be posted in an interactive and user friendly program website
4. What type of incentive would be the most sustainable for coaches to play their role and support the PNL for at least five years?	1. Moto bicycles for coaches in remote areas
	2. The regular daily financial incentive paid to teachers when they are in the fields
	3. ICT tools like laptops, flash drives, tablets, smart phones, etc.
	4. Initiate a “National Reading Day” and award the best schools and coaches of the PNL given.

The following table presents in more detail the type of technology, purpose and usages for these ICT-enhancements and amplifiers.

ANNEX II: Types of ICTs and Usages for Training and Continuous Professional Development

Type of Technology	Technology Usage for Training	Type of Training/CPD
Digital audio-visual and document resources available on the MEN's cloud-based learning management system (LMS), Google Education/Classroom, with access via an Android app: Access to audio, video, images, digital documents, and ability to upload one's own files to share, all organized by course/training objectives and/or modules.	The MEN's Google Classroom LMS will house multimedia and document files of all kinds and keep things organized by training module/reading program lessons. These will be used by trainers during workshops, following the modules on tablets and/or projected. The cloud-based system also allows people to upload their own files, such as to share their own innovations. School directors and teachers with data connections can also access/contribute from school. Examples of the kinds of content that USAID/ACR will help the MEN make available and that teachers, directors, and inspectors can share on the LMS include:	Face-to-face training workshops, external (school cluster) CAP and internal (intra-school) meetings, coaching and supervision sessions
Accessible through coaches' tablets, school director smartphones, and if they have them, teachers' own Android smartphones when they have a data or Internet	Audio: recordings of the alphabet song, correct letter sounds, effective pace and cadence for teacher read-alouds, etc. all for each of the target national languages	

<p>connection. A connection will be guaranteed, at a minimum, by mini-servers at every training session in order to download/upload new content. Tablets connected to a basic projector will be used to screen videos and other material during training sessions.</p>	<p>Video: teachers correctly using their guides and following the scripted lesson plans; carrying out more challenging routines and exercises, such as for blending; demonstrating techniques for calling each student to practice reading (regardless of gender or ability); coaches and supervisors effectively conducting observation and feedback sessions with teachers, etc.</p>	
	<p>Images: Pictures of teacher-produced reading visual aids and classrooms that have become “literacy environments”</p>	
	<p>Digital documents: of all USAID/ACR teaching and learning materials (such as the teacher’s guides), USAID/ACR training modules, and CAP cluster workshop guides, other resources for early grade reading and instruction in national languages, etc.</p>	
<p>Tablet- or SD card-based digital files: with the same content as stored in the cloud in Google Education/Classroom, only updated less frequently; SD cards can be used in feature phones and smartphones</p>	<p>Same uses as above, except without the ability to upload files (such as a video) to share with others. In particular, coaches and supervisors use pre-loaded files (especially video and audio) on their devices during coaching visits and supervision sessions to show teachers best practices and help them emulate these practices.</p>	<p>CAP cluster workshops, coaching and supervision sessions</p>
	<p>Used in those cases where directors and teachers do not have 3G data service, and can update their SD cards at face-to-face training workshops.</p>	

Cameras and voice recorders on inspectors' tablets and directors' and teachers' smartphones	Coaches and directors can take video and audio of teachers and review practice by watching and analyzing together, a practice shown to have important positive effects.	Coaching and supervision sessions
M-Teaching EveryWhere (M-Tew) customized for Senegal: SMS, voice messages, quizzes, and surveys that can be used to send to teachers and other trainees	Post-training SMS reminders and quizzes sent to trainees to emphasize key practices and follow up on challenging things to master (e.g., difficult letter-sound connections and blending). Such follow-up is critical for fidelity of implementation. Winners of quizzes could get recognition, or even Orange phone credit, for additional motivation.	Remote CPD & community of practice
Digital training modules via Google Classroom	Additional training content (developed in Year 2 or 3 of the program) to be used virtually by teachers and directors in internal (school-based) or external (school cluster) CAPs, or inspectors following a module together at the IEF, to supplement face-to-face training where there are trainers present and leading sessions.	Virtual training for teachers and directors in CAPs, and/or inspectors
Virtual private network (VPN): free calling and SMS	Allows for peer-to-peer and trainee-trainer support between teachers, directors, coaches/master trainers and regional trainers, connecting on common experiences and challenges. Trainees can contact their trainers at any moment with questions, and trainers can respond, including to all her/his trainees when answering what might be a common or particularly useful question.	Remote CPD & community of practice

PLANET or updated application Platform for tablet- and smartphone-based data collection and relay	Relay for pre/post trainee and teacher assessment data, helping to monitor immediate effectiveness of trainings and inform future coaching and supervision sessions.	Face-to-face training, CAP cluster workshops, coaching and supervision sessions
Orange Money	Transfer of per diem and transportation funds directly to trainees and trainers, greatly reducing one of the biggest logistical burdens related to organizing training sessions and reducing graft.	Face-to-face trainings, CAP cluster workshops, and inspectors' coaching support sessions